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Grade 1
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 1 TE Lessons	From Page	To Page	Standards
Theme 1: <i>The Hat</i>	10A	27P	<p><u>Reading Standards for Literature</u></p> <p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 1.c. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>

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<i>Trophies</i> Grade 1 TE Lessons	From Page	To Page	Standards
			<u>Language Standards</u> 2.b. Use end punctuation for sentences. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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Theme 1: <i>Sam and the Bag</i>	28A	47R	<p><u>Reading Standards for Literature</u> 1. Ask and answer questions about key details in a text. 7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><u>Reading Standards: Foundational Skills</u> 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u> 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>Language Standards</u> 2.b. Use end punctuation for sentences. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>

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<i>Trophies</i> Grade 1 TE Lessons	From Page	To Page	Standards
Theme 1: <i>Ants</i>	48A	69P	<p><u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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Theme 2: <i>Jack and Rick</i>	72A	95P	<p><u>Reading Standards for Literature</u></p> <p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>

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			<p><u>Language Standards</u></p> <p>1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2.b. Use end punctuation for sentences.</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>

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Theme 2: <i>Todd's Box</i>	96A	117R	<p><u>Reading Standards for Literature</u></p> <p>1. Ask and answer questions about key details in a text. 7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.b. Decode regularly spelled one-syllable words. 3.f. Read words with inflectional endings. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>

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			<u>Language Standards</u> 1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2.b. Use end punctuation for sentences. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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Theme 2: <i>All That Corn</i>	118A	141P	<p><u>Reading Standards for Informational Text</u> 2. Identify the main topic and retell key details of a text. 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 7. Use the illustrations and details in a text to describe its key ideas.</p> <p><u>Reading Standards: Foundational Skills</u> 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u> 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>Language Standards</u> 1.b. Use common, proper, and possessive nouns. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>

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Theme 3: <i>Dan's Pet</i>	8A	31P	<p><u>Reading Standards for Literature</u> 3. Describe characters, settings, and major events in a story, using key details. 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><u>Reading Standards: Foundational Skills</u> 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p> <p><u>Language Standards</u> 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>

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Theme 3: <i>Boots for Beth</i>	32A	57R	<p><u>Reading Standards for Literature</u> 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.</p> <p><u>Reading Standards: Foundational Skills</u> 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.a. Know the spelling-sound correspondences for common consonant digraphs. 3.b. Decode regularly spelled one-syllable words. 3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 3.e. Decode two-syllable words following basic patterns by breaking the words into syllables. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><u>Language Standards</u> 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>

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Theme 3: <i>Space Pup</i>	58A	83R	<p><u>Reading Standards for Literature</u></p> <p>1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><u>Language Standards</u></p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>

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Theme 3: <i>Where Do Frogs Come From?</i>	84A	107P	<p><u>Reading Standards for Informational Text</u></p> <p>2. Identify the main topic and retell key details of a text.</p> <p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>7. Use the illustrations and details in a text to describe its key ideas.</p> <p>10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>3.b. Decode regularly spelled one-syllable words.</p> <p>3.g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>Language Standards</u></p> <p>2.b. Use end punctuation for sentences.</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>4.a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>

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Theme 3: <i>Try Your Best</i>	108A	133P	<p><u>Reading Standards for Literature</u> 3. Describe characters, settings, and major events in a story, using key details. 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><u>Reading Standards: Foundational Skills</u> 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 3.b. Decode regularly spelled one-syllable words. 3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 3.e. Decode two-syllable words following basic patterns by breaking the words into syllables. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u> 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><u>Language Standards</u> 1.b. Use common, proper, and possessive nouns. 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

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Theme 3: <i>Fun with Fish</i>	134A	161P	<p><u>Reading Standards for Informational Text</u></p> <p>1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 7. Use the illustrations and details in a text to describe its key ideas. 10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.a. Know the spelling-sound correspondences for common consonant digraphs. 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>

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			<u>Language Standards</u> 1.b. Use common, proper, and possessive nouns. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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Theme 4: <i>I Am a Butterfly</i>	8A	35R	<p><u>Reading Standards for Informational Text</u></p> <p>1. Ask and answer questions about key details in a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 3.a. Know the spelling-sound correspondences for common consonant digraphs. 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><u>Language Standards</u></p> <p>1.b. Use common, proper, and possessive nouns. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

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<i>Trophies</i> Grade 1 TE Lessons	From Page	To Page	Standards
Theme 4: <i>Did You See Chip?</i>	36A	61P	<p><u>Reading Standards for Literature</u> 3. Describe characters, settings, and major events in a story, using key details. 7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><u>Reading Standards: Foundational Skills</u> 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>Language Standards</u> 1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

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Theme 4: <i>Tomas Rivera</i>	62A	87P	<p><u>Reading Standards for Literature</u></p> <p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. 7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.a. Know the spelling-sound correspondences for common consonant digraphs. 3.b. Decode regularly spelled one-syllable words. 3.f. Read words with inflectional endings. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>Language Standards</u></p> <p>1.b. Use common, proper, and possessive nouns. 2.a. Capitalize dates and names of people. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

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Theme 4: <i>On the Way to the Pond</i>	88A	111P	<p><u>Reading Standards for Literature</u> 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.</p> <p><u>Reading Standards: Foundational Skills</u> 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.b. Decode regularly spelled one-syllable words. 3.f. Read words with inflectional endings. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><u>Language Standards</u> 1.b. Use common, proper, and possessive nouns. 2.a. Capitalize dates and names of people. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

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Theme 4: <i>Friends Forever</i>	112A	143R	<p><u>Reading Standards for Informational Text</u></p> <p>1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 3.b. Decode regularly spelled one-syllable words. 3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 3.e. Decode two-syllable words following basic patterns by breaking the words into syllables. 3.f. Read words with inflectional endings. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><u>Language Standards</u></p> <p>1.b. Use common, proper, and possessive nouns. 2.a. Capitalize dates and names of people. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

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Theme 4: <i>The Fox and the Stork</i>	144A	173P	<p><u>Reading Standards for Literature</u> 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.</p> <p><u>Reading Standards: Foundational Skills</u> 2.a. Distinguish long from short vowel sounds in spoken single-syllable words. 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 3.f. Read words with inflectional endings. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>Language Standards</u> 1.b. Use common, proper, and possessive nouns. 2.a. Capitalize dates and names of people. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

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Theme 5: <i>A Bed Full of Cats</i>	8A	35P	<p><u>Reading Standards for Literature</u> 3. Describe characters, settings, and major events in a story, using key details. 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><u>Reading Standards: Foundational Skills</u> 2.a. Distinguish long from short vowel sounds in spoken single-syllable words. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 1.c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><u>Language Standards</u> 1.b. Use common, proper, and possessive nouns. 2.a. Capitalize dates and names of people. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

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Theme 5: <i>Me On the Map</i>	36A	65P	<p><u>Reading Standards for Informational Text</u></p> <p>2. Identify the main topic and retell key details of a text.</p> <p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>3.b. Decode regularly spelled one-syllable words.</p> <p>3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>3.e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>3.f. Read words with inflectional endings.</p> <p>3.g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>

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			<u>Language Standards</u> 1.d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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Theme 5: <i>At Home Around the World</i>	66A	97P	<p><u>Reading Standards for Informational Text</u></p> <p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>7. Use the illustrations and details in a text to describe its key ideas.</p> <p>10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>3.b. Decode regularly spelled one-syllable words.</p> <p>3.f. Read words with inflectional endings.</p> <p>3.g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>Language Standards</u></p> <p>1.d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

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Theme 5: <i>Tell Me a Story</i>	98A	123P	<p><u>Reading Standards for Literature</u></p> <p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.a. Distinguish long from short vowel sounds in spoken single-syllable words. 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>Language Standards</u></p> <p>1.f. Use frequently occurring adjectives. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 5.d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>

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Theme 5: <i>My Robot</i>	124A	153R	<p><u>Reading Standards for Literature</u> 1. Ask and answer questions about key details in a text. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p><u>Reading Standards: Foundational Skills</u> 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u> 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>Language Standards</u> 1.f. Use frequently occurring adjectives. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>

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Theme 5: <i>On the Job with Dr. Martha Smith</i>	154A	183P	<p><u>Reading Standards for Informational Text</u> 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u> 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>Language Standards</u> 1.f. Use frequently occurring adjectives. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>

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Theme 5: <i>Little Bear's Friend</i>	184A	215P	<p><u>Reading Standards for Literature</u> 3. Describe characters, settings, and major events in a story, using key details. 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><u>Reading Standards: Foundational Skills</u> 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.b. Decode regularly spelled one-syllable words. 3.f. Read words with inflectional endings. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>Language Standards</u> 1.f. Use frequently occurring adjectives. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 4.c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>

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Theme 5: <i>Busy Buzzy Bee</i>	216A	249R	<p><u>Reading Standards for Informational Text</u> 2. Identify the main topic and retell key details of a text. 10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u> 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 3.b. Decode regularly spelled one-syllable words. 3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 3.e. Decode two-syllable words following basic patterns by breaking the words into syllables. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u> 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>Language Standards</u> 1.f. Use frequently occurring adjectives. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 5.b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>

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Theme 6: <i>The Story of a Blue Bird</i>	8A	37P	<p><u>Reading Standards for Literature</u> 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.</p> <p><u>Reading Standards: Foundational Skills</u> 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 3.b. Decode regularly spelled one-syllable words. 3.f. Read words with inflectional endings. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><u>Language Standards</u> 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

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Theme 6: <i>Frog and Toad All Year</i>	38A	67R	<p><u>Reading Standards for Literature</u> 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.</p> <p><u>Reading Standards: Foundational Skills</u> 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.b. Decode regularly spelled one-syllable words. 3.f. Read words with inflectional endings. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><u>Language Standards</u> 1.f. Use frequently occurring adjectives. 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 4.c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>

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Theme 6: <i>Fishing Bears</i>	68A	97P	<p><u>Reading Standards for Informational Text</u></p> <p>1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 7. Use the illustrations and details in a text to describe its key ideas. 10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 3.b. Decode regularly spelled one-syllable words. 3.f. Read words with inflectional endings. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>

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			<p><u>Language Standards</u></p> <p>1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>4.b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>4.c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>

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Theme 6: <i>How to Be a Nature Detective</i>	98A	123P	<p><u>Reading Standards for Informational Text</u></p> <p>1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 7. Use the illustrations and details in a text to describe its key ideas. 10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 3.b. Decode regularly spelled one-syllable words. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><u>Language Standards</u></p> <p>1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 4.b. Use frequently occurring affixes as a clue to the meaning of a word. 4.c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>

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Theme 6: <i>The Puddle</i>	124A	155P	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. 7. Use illustrations and details in a story to describe its characters, setting, or events. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.b. Decode regularly spelled one-syllable words. 3.f. Read words with inflectional endings. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 4.b. Use frequently occurring affixes as a clue to the meaning of a word. 4.c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

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<i>Trophies</i> Grade 1 TE Lessons	From Page	To Page	Standards
Theme 6: <i>Poppleton</i> <i>Everyday</i>	156A	185R	<p><u>Reading Standards for Literature</u> 1. Ask and answer questions about key details in a text. 3. Describe characters, settings, and major events in a story, using key details.</p> <p><u>Reading Standards: Foundational Skills</u> 2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 3.b. Decode regularly spelled one-syllable words. 3.f. Read words with inflectional endings. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u> 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Speaking and Listening Standards</u> 1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>Language Standards</u> 1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 4.b. Use frequently occurring affixes as a clue to the meaning of a word. 4.c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>

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<i>Trophies</i> Grade 1 TE Lessons	From Page	To Page	Standards
Theme 6: <i>Sleep Is for Everyone</i>	186A	217P	<p><u>Reading Standards for Informational Text</u></p> <p>1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 3.b. Decode regularly spelled one-syllable words. 3.f. Read words with inflectional endings. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><u>Language Standards</u></p> <p>1.e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). 2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 4.b. Use frequently occurring affixes as a clue to the meaning of a word. 4.c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>

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<i>Trophies</i> Grade 1 TE Lessons	From Page	To Page	Standards
Theme 6: <i>Baboon</i>	218A	253P	<p><u>Reading Standards for Informational Text</u></p> <p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>2.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 3.b. Decode regularly spelled one-syllable words. 3.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 3.e. Decode two-syllable words following basic patterns by breaking the words into syllables. 3.g. Recognize and read grade-appropriate irregularly spelled words. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Writing Standards</u></p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><u>Language Standards</u></p> <p>2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>